DOCUMENT RESUME

ED 345 785 JC 920 265

AUTHOR Isonio, Steven; Cooperman, Carol
TITLE Relationship between Grades in Speech Communication 100 and Eligibility for Various English Writing Courses.
INSTITUTION Golden West Coll., Huntington Beach, Calif.
PUB DATE Apr 92
NOTE 12p.
PUB TYPE Reports - Research/Technical (143) -- Statistical Data (110)

EDRS PRICE MF01/PC01 Plus Postage.
DESCRIPTORS Academic Achievement; Chi Square; *College English; Community Colleges; Comparative Analysis; Correlation; Courses; *Grades (Scholastic); Graphs; *Prerequisites; *Speech Communication; *Student Placement; Two Year Colleges; Two Year College Students; *Writing Instruction

ABSTRACT

In 1992, a study was conducted at Golden West College (GWC) in California to determine whether an English prerequisite should be required for a speech communication course and, if so, what level of English course was necessary. Fourteen sections of Speech Communication 100 were randomly chosen from the spring, summer, and fall semesters during the 1991 calendar year, representing a total of 410 students. The grades of students who completed the course were recorded from class rosters. Then, grades of the highest previous English class and placement tests for these students were examined. The following four categories were determined based on the level of the English course students had either placed out of or passed: higher than English 100; English 100; English 10; and English 9 or lower. Seventy-six of the 410 students in the sample had no apparent history with English courses or English course placement at GWC and were therefore excluded from the analyses. For the 334 students in the final sample, those who had already passed English 100, or a course for which English 100 was a prerequisite, had a success rate (i.e., a passing grade of A, B, or C) of 88.8% in Speech Communication 100, while the success rates for the English 100 and English 10 qualification groups were 85.6% and 82.3%, respectively. The success rate for the English 9 or lower group was 73.8%. A chi-square test performed on these data indicated that the two dimensions examined were not dependent. The study concluded that there was insufficient evidence to warrant implementation of any of the English eligibility levels as a prerequisite for Speech Communication 100. An appendix provides related data tables and graphs. (JMC)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED345785

Relationship Between Grades in Speech Communication 100 and Eligibility for Various English Writing Courses

Golden West College
April 1992

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

S. Isonio

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

X This document has been reproduced as received from the person or organization originating it.

[ ] Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

JC920265

Steven Isonio and Carol Cooperman
Research Office

BEST COPY AVAILABLE

Relationship Between Grades in Speech Communication 100 and Eligibility for Various English Writing Courses

Steven Isonio and Carol Cooperman
GWC Research Office

Background.

Speech 100, Interpersonal Communication, is a three-unit transferable course for students who want to improve communication in interpersonal relationships. The course covers "conversation, listening, perception, nonverbal communication, language, self-concept, self-disclosure and conflict management". Demonstration of oral skill competencies, outside of class, is required. Additionally, there is the expectation that written assignments will reflect college-level writing skills.

Early in the Spring 1992 semester, two instructors, a counselor, and the Dean of Language Arts began discussions about the need for a prerequisite for Speech Communication 100 course, in particular, English 10 (Writing Essentials). A study was designed to address the issue.

Method.

Fourteen sections of Speech Communication 100 were randomly chosen from the Spring, Summer and Fall semesters during the 1991 calendar year, a total of 410 students. Rosters for each section were printed, and the grades of students who completed the course were recorded. Then, grades of the highest previous English

class and placement tests for these students were examined. Four categories were determined: "higher than English 100" (students who had successfully completed English 100 or a course for which English 100 is a prerequisite), "English 100" (students who had passed English 10 or received a placement recommendation for English 100), "English 10" (students who had passed English 9 or received a placement recommendation for English 10), or "English 9 or lower" (students who have successfully completed English 5 or received a placement recommendation for English 9). Percentages were calculated and statistical tests performed as appropriate. Seventy-six of the 410 students in the sampled classes had no apparent history with English courses or English course placements at Golden West. These students were excluded from the analyses.

Results.

The grade distribution for the students in the 14 sampled sections of Speech 100 is presented in Table 1 and depicted graphically in Figure 1 (all Tables and Figures are in the Appendix). Over 80% of the sample passed with grades of A, B, or C. Approximately 15% of the students received a C grade; 9.9% received a W, and D's and F's were received by 2.7% and 2.4%, respectively. Grades of A and B are predominant--together accounting for more than 70% of the grades given. Further, this high rate of A and B grades was characteristic of each section in

the sample--in each case, A and B grades constituted over 50% of the grades assigned.

A total of 334 students was categorized on the two dimensions (grade in Speech 100 and English course eligibility level), and these data are represented in Table 1. Students already passing English 100 or a course for which English 100 is a prerequisite comprise the largest segment of the sample (43.1%). Another 29.0% of the sample were eligible for English 100; 15.4% were eligible for English 10, and 12.6% were eligible for English 9 or a lower level course.

Figure 2 depicts the percentage of successful Speech 100 grades for each of the English course qualification levels. Students who had already passed English 100 had a success rate of 88.8%; the success rates for the English 100 and English 10 qualification groups were 85.6% and 82.3%, respectively. The success rate for the English 9 or lower group was 73.8%. A chi-square test performed on these data indicated that the two dimensions are <u>not</u> dependent [$\underline{X}^2$ (3) = 6.14, $\underline{p} > .10$]. That is, there is not a significant contingent relationship between the dimensions--they are statistically independent.

<u>Discussion</u>.

There is a slight, <u>non</u>-significant relationship between grade in Speech 100 and level of English eligibility. However, the evidence appears insufficient to warrant implementation of

any of the English eligibility levels as a prerequisite for Speech 100. A major reason that the two dimensions are independent is that the distribution of grades in Speech 100 is extremely skewed (about 70% of the students received A or B grades; about 85% received A, B, or C grades). The possibility of a relationship between any two variables is maximized when each of the variables is measured reliably and when each has a good degree of variability. The attenuation of the relationship between the two dimensions most likely results primarily from the extreme skewness of the distribution of Speech 100 grades.

More critical than the statistical independence of the two dimensions to the issue at hand is the consistently high success rate in Speech 100, regardless of the English course qualification level. Indeed, the Education Code addresses this specific point concerning requirements for the implementation of prerequisites:

> "In order to show that a prerequisite is necessary to success in a particular course, the validation procedure must establish that a student who has not met the prerequisite is highly unlikely to obtain a satisfactory grade in the course." (Title 5: 58106e).

Certainly success rates of 85.6%, 82.3% and 73.8% (for the English 100, English 10, and "English 9 or lower" categories) are not characteristic of groups that are "highly unlikely" to be successful in the course. As such, excluding students in these categories from taking Speech 100, given their overwhelming success rate and the Title 5 regulations, cannot be justified.

APPENDIX

Table 1

Grades of Speech 100 Students, Spring, Summer, and Fall of 1991, Compared to Qualification for English Courses

Speech 100 Grades	Pass E100 or higher		Pass E010 / Rec to E100		Pass E009 / Rec to E010		Rec E009 or lower	
	#	(%)	#	(%)	#	(%)	#	(%)
114 A's	66	(45.8%)	27	(27.8%)	12	(23.5%)	9	(21.4%)
121 B's	49	(34.0%)	38	(39.2%)	18	(35.3%)	16	(38.1%)
49 C's	13	(9.0%)	18	(18.6%)	12	(23.5%)	6	(14.3%)
9 D's	2	(1.4%)	1	(1.0%)	2	(3.9%)	4	(9.5%)
8 F's	1	(0.7%)	3	(3.1%)	1	(2.0%)	3	(7.1%)
33 W's	13	(9.0%)	10	(10.3%)	6	(11.8%)	4	(9.5%)
Col. Totals	144	(100%)	97	(100%)	51	(100%)	42	(100%)

Note. The 76 students who could not be categorized on the English eligibility dimension had the following Speech 100 grade distribution: 28 A's (36.8%), 25 B's (32.9%), 12 C's (15.8%), 1 D (1.3%), 3 F's (3.9%), and 7 W's (9.2%).

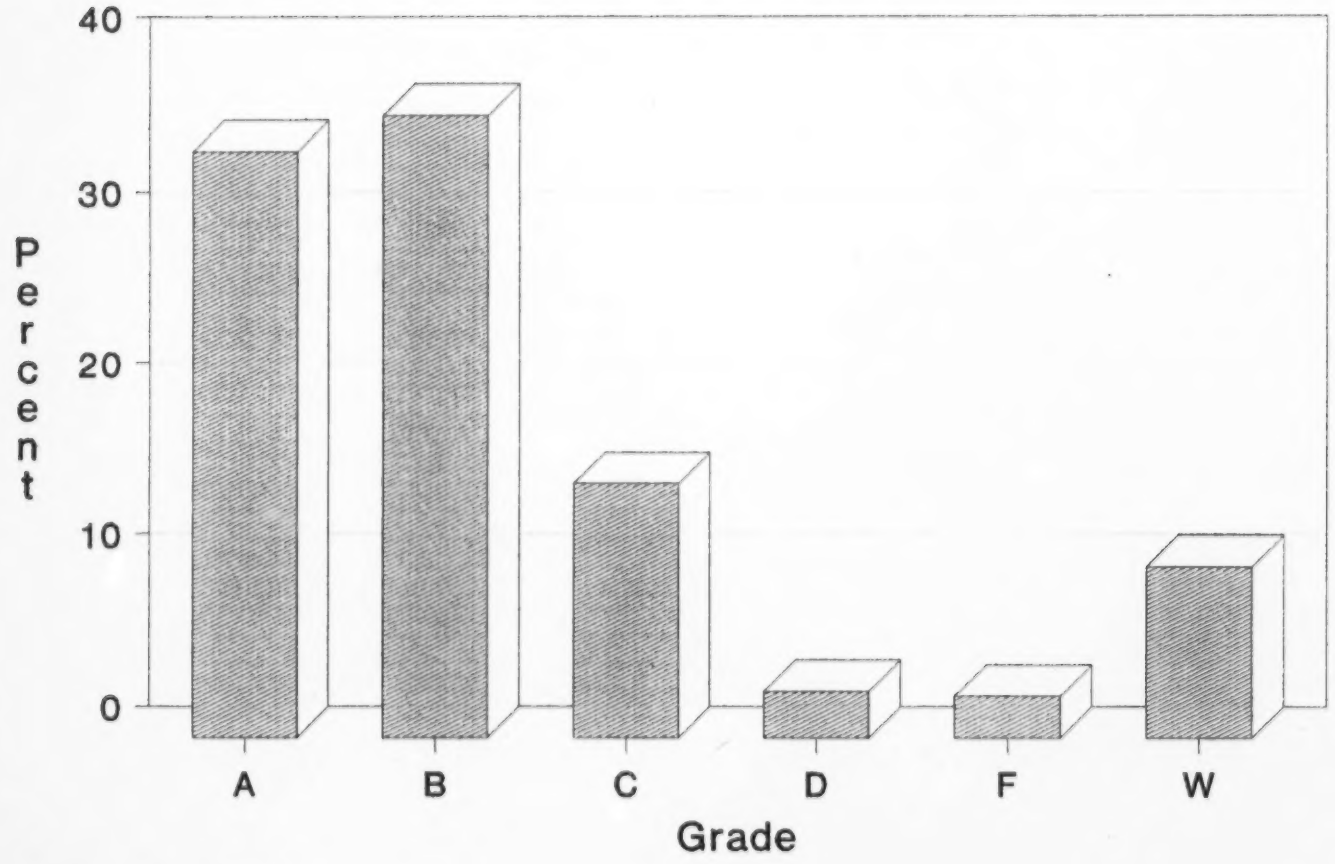
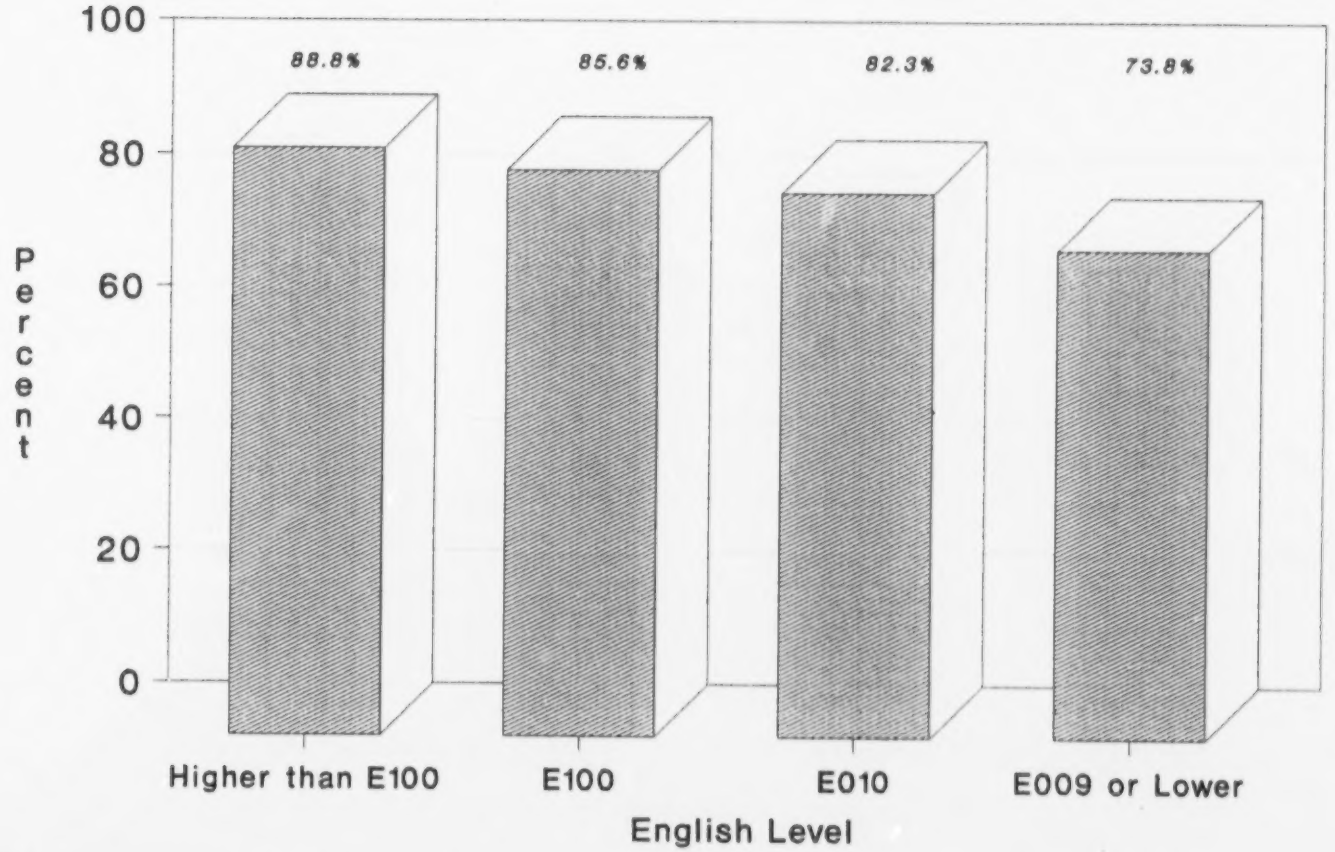

Total Grade Distribution
Speech 100
40
30
20
10
0
Percent
A
B
C
D
F
W
Grade
14 Sections in Sample

Figure 1

Percent Successful in Speech 100
By English Course Qualification



Qualification=recommended by test or passed lower course

Figure 2

ERIC Clearinghouse for Junior Colleges
JUL 10 1992